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THE SOCIETY OF THE NEW YORK HOSPITAL

COMMEMORATIVE EXERCISES 50TH ANNIVERSARY

NEW YORK HOSPITAL SCHOOL OF NURSING

1877-1927

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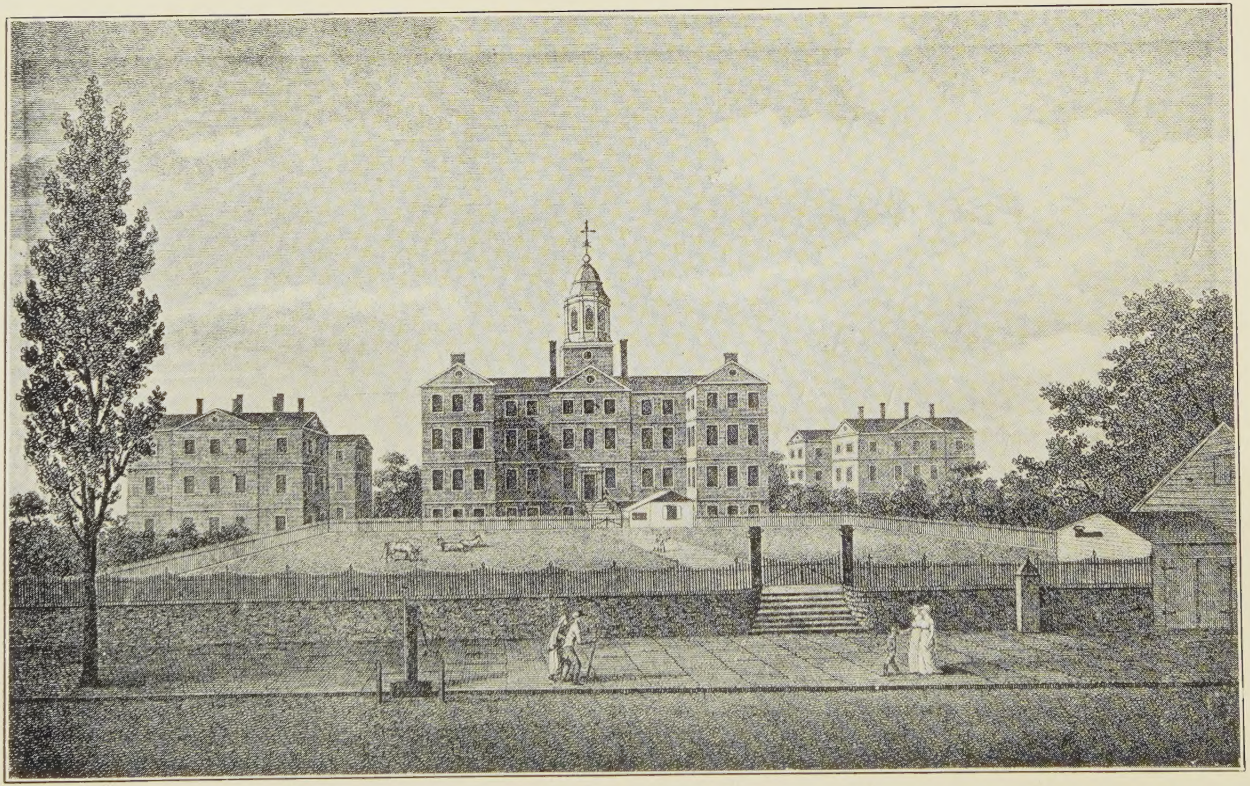
THE SOCIETY OF THE NEW YORK HOSPITAL

COMMEMORATIVE EXERCISES

FIFTIETH ANNIVERSARY

OF THE FOUNDING OF

THE NEW YORK HOSPITAL SCHOOL OF NURSING



THE NEW YORK HOSPITAL IN 1808

THE SOCIETY OF THE NEW YORK HOSPITAL

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SCHOOL OF NURSING

OF THE

NEW YORK HOSPITAL

FIFTIETH ANNIVERSARY

1877-1927

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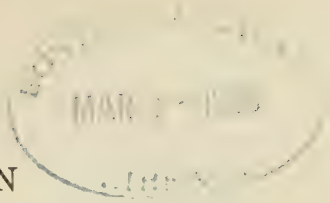

INTRODUCTION

Never again, in the history of nursing, is there likely to be so memorable a half century as that which has elapsed since the founding of the New York Hospital School of Nursing in 1877. During that period the trained nurse has brought about a complete transformation in hospital ward and private sick room. In these happier days, one can scarcely realize that, within the memory of persons now living, severe illnesses and painful injuries, surgical operations and the pangs and risks of child bearing, were endured without the skilled nursing attention that is now furnished to rich and poor alike.

In bringing about this relief for suffering humanity, the founding of the training school at the New York Hospital was an event of great importance. It was one of the first schools to be established, and its graduates, wherever they went, became leaders in the introduction of improved nursing standards and of new centres for nurse training. In the fifty years that have passed, the school and its graduates, blessed with an exceptional opportunity, have been able to make a contribution of inestimable value to the advancement of nursing and nursing education.

The fiftieth anniversary of the founding of the School is, therefore, an event of peculiar significance and importance. The graduates came from far and near to take part in its commemoration. For five days, from May 9th to 13th, they joined with the officials and students of the School, and with delegations from other schools and nursing organizations, in appropriate commemorative exercises, the main events of which are recorded in this volume.

A brief chronological summary of the principal occurrences, which was prepared by Miss Jane Elizabeth Hitchcock, follows:

MONDAY was Registration Day when the alumnae assembled to write their names in the Registry Book.* * * The formal opening occurred at eight-thirty in the evening at the Cathedral of Saint John the Divine; this courtesy was graciously offered by the Bishop of New York for the Commemorative Exercises of this important anniversary. The procession of white robed, white capped women passing into the soft light of the Cathedral from the darkened skies of a stormy evening was symbolic and appeared as though it had been designed. The long line was led by Miss Sutliffe, Miss Goodrich and Miss Anderson. After them walked the graduates and then the School, headed by Miss Jordan, and fol-

lowed by delegates from other schools and nursing bodies, until the entire nave was occupied by nurses in their various and significant uniforms. * * * Words of welcome were spoken by the Right Reverend William T. Manning, Bishop of New York. There were addresses by Edward W. Sheldon and Annie W. Goodrich. Lydia E. Anderson gave the history of the School and John H. Finley the commemorative address. The rich tones of the organ and the modulated voices of the choir added beauty, dignity and solemnity to this occasion of rare significance.

TUESDAY was the day for class reunions. From four to six in the afternoon separate reunions disbanded and all met at a tea of common interest in the familiar reception room of the Nurses' Residence.

WEDNESDAY, the mid-day of the week, the sister institution at White Plains entertained the group with a lavish hospitality peculiarly its own. The trip was made by busses running directly from the New York Hospital to Bloomingdale Hospital, calling at the Campbell Cottages, where they were received by Miss Ellison and the group of happy children. From there they were conducted to Bloomingdale Hospital, where Miss Hearn gave them a warm and characteristic

greeting. Immediately after lunch Dr. Raynor, Medical Director of the institution, welcomed the party and Dr. Russell, a beloved honorary member of the Alumnae Association, made an address. * * * During the afternoon the guests were entertained by one of the pageants that Bloomingdale knows how to present so beautifully. Doctors, nurses and residents shared in the series of tableaux. They depicted the development of "The Ministry of Help and Healing" with special reference to the share that has been borne in its progress by the New York and Bloomingdale Hospitals and their two Schools of Nursing.

THURSDAY was reserved for visits to two outside pieces of nursing work. In the morning an excursion was made to the Maternity Center Association to see the unique work that is being done there by two important New York Hospital graduates, Miss Zabriskie and Miss McVean. There was a demonstration of the interesting equipment and paraphernalia of this unusual work.* * * In the afternoon a long trek was made through New York's puzzling East Side to the Henry Street Settlement. The rooms where the social life is carried on were open for inspection, and the visiting nursing was shown by a film which told the story of the life of a Henry Street nurse. Tea was served in the dining-room from

THE PRESENT NEW YORK HOSPITAL
West Sixteenth Street Front

two Russian samovars and after a short and informal talk by Miss Wald the guests found their way back uptown. * * * The evening objective was the club house and the regular monthly alumnae meeting. It was a full and animated meeting and was followed by a reception to the visiting members of the Alumnae Association and their friends. It was a warm and happy meeting of old and new friends and perhaps more than any other event during the week gave one a sense of the unity of interests of all New York Hospital graduates. It was especially gratifying that this atmosphere should be evident in the club house that is looked upon by every New York Hospital nurse as a real New York home.

FRIDAY was a sort of Old Home Day. The Hospital and all its departments were open to the visitors. They reminisced, peeped into old beloved corners or looked with awe upon the new methods and the enlarged equipment of the present day hospital. The very important and well developed Social Service Department was visualized by an interesting motion picture displayed by Miss Josephi. Miss Walton showed the changes in the Out-Patient Clinic and unwittingly demonstrated its attitude of friendliness as well as its professional skill. Miss Jordan, her staff and all the employees of the Hospital presented

an atmosphere of a happy home greeting. * * * In the evening, in the Hotel Astor, the family dinner was served to three hundred graduates sitting about the tables. Beloved Miss Sutliffe occupied the seat of Chairman and Mrs. Rankin, President of the Alumnae Association, was the Toastmistress. The speakers, chosen from amongst the most distinguished Alumnae, were Dr. Goodrich, Major Stimson, Miss Johnson and Miss Beard.

SO ended the week. The women who had spent the days renewing old friendships and feeling again the ties of the institution, returned to their allotted tasks strengthened in loyalty to their Alma Mater and in determination to continue to go forth "like crusaders . . . . unafraid to fight disease, pestilence and darkness, the dread enemies of Everyman."

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A COMMEMORATION

OF THE

FIFTIETH ANNIVERSARY

OF THE FOUNDING OF THE

NEW YORK HOSPITAL SCHOOL OF NURSING

HELD IN

THE CATHEDRAL OF SAINT JOHN THE DIVINE
NEW YORK CITY

BY THE

COURTESY OF THE BISHOP OF NEW YORK

MAY 9th, 1927

AT HALF PAST EIGHT O'CLOCK P. M.

ORDER OF EXERCISES

HYMN 445.

O GOD, our help in ages past,
  Our hope for years to come,
Our shelter from the stormy blast
  And our eternal home:

Under the shadow of Thy throne
  Thy saints have dwelt secure;
Sufficient is Thine arm alone,
  And our defense is sure.

Before the hills in order stood,
  Or earth received her frame,
From everlasting Thou art God,
  To endless years the same.

A thousand ages in Thy sight
  Are like an evening gone;
Short as the watch that ends the night
  Before the rising sun.

Time, like an ever-rolling stream,
  Bears all its sons away;
They fly, forgotten, as a dream
  Dies at the opening day.

O God, our help in ages past,
  Our hope for years to come,
Be Thou our guide while life shall last,
  And our eternal home.

AN INVOCATION OF THE DIVINE BLESSING

BY

THE RIGHT REVEREND
WILLIAM T. MANNING, D.D., LL.D.

BISHOP OF NEW YORK

Oh, God, we ask Thy blessing upon the Nursing School and the New York Hospital; let there be no lack of means to carry on continuously and successfully their work of mercy, and may the influence of their ministry to the sick and the suffering, to the young and to the old, ever be to the advancement of Thy kingdom in this world and to Thy honor and glory, who liveth and reigneth with the Father and the Holy Spirit, one God, world without end.

Oh, Mighty Father, look with Thy mercy upon these, Thy servants, who have been called to attend the sick and the suffering; grant them the guidance and comfort of Thy Holy Spirit, that with patience and tenderness, wisdom and strength, they may faithfully minister to those to whom Thou shalt send them, through Jesus Christ, our Lord.

The Lord bless us and keep us, the Lord make His face to shine upon us and be gracious unto us; the Lord lift up His countenance upon us and give us faith, strength and joy in His service, through Christ, our Lord.

AN ADDRESS OF WELCOME BY

THE RIGHT REVEREND WILLIAM T. MANNING, D.D., LL.D.

BISHOP OF NEW YORK

It gives me much happiness to welcome to the Cathedral this great gathering for the celebration of the fiftieth anniversary of the founding of the School of Nursing of the New York Hospital.

The New York Hospital is an institution in which our city feels a peculiar and a just pride for its great service to the community in the past and for its still greater service in the present.

I remember with pleasure the 150th anniversary of the Hospital which was celebrated in Trinity Church while I was Rector there, with Mr. Sheldon presiding, and I am especially glad that we could have this celebration here in the Cathedral with Mr. Sheldon again in the chair.

I welcome most warmly those who are to speak to you tonight; Dr. Goodrich, Miss Anderson and Dr. Finley, whom we claim almost as a member at the start of the Cathedral, and who, as you know, at another great service for nurses held here, presented that beautifully embroidered altar cloth which you see now upon the altar, which was made by women of the Far East at a place near where Florence Nightingale did her work. So that altar cloth has a special significance for all of us.

Many avocations have opened to women in recent times, but there is no nobler profession, and there never will be any nobler profession, than that of the nurse, trained and qualified for her high calling.

May the New York Hospital continue with increasing strength its beneficent work in this community and may God's blessing be with each one in your work for the relief of the suffering and the care of the sick.

Mr. Sheldon, the President of the Society of the New York Hospital, will now take charge of the meeting.

AN INTRODUCTORY ADDRESS BY

EDWARD W. SHELDON

PRESIDENT OF
THE SOCIETY OF THE NEW YORK HOSPITAL

One of the refreshing incidents of old age is the recurrence of significant anniversaries. The Society of the New York Hospital, whose length of service is surpassed in this country only by the Pennsylvania Hospital of Philadelphia, six years ago, as Bishop Manning has recalled, celebrated the passage of 150 years since the grant of its royal charter in 1771. By the courtesy, and with the cordial participation of Bishop Manning, those exercises, as he has told you, were held in Trinity Church, where, in 1769, Dr. Samuel Bard, afterwards our Physician-in-Chief, sounded his eloquent and effective call for the establishment of a general hospital in the colony of New York. Earlier in that same year, 1921, we had marked the centennial of our separate psychopathic hospital at White Plains, and before long we shall note the first quarter century of our youngest and one of our dearest hospitals, the Campbell Cottages for convalescent children, also at White Plains.

Now, we are assembled in this inspiring shrine with the same gracious support of Bishop Manning in honor of the fiftieth anniversary of the founding by the Governors of our Nurses' Training School in May, 1877. This was the first private hospital training school in the city.

The city itself, four years before, as the direct result of the stimulating endeavors of a few noble women, had instituted the Bellevue Hospital Training School. Perhaps, I have sometimes thought, if during those years from 1870 to 1877, our hospital activities had not been interrupted by the removal which we made from lower Broadway to West Fifteenth and Sixteenth Streets, we might ourselves have taken the lead in the training school field; but however that might have been, we have one nurses' training record which is not equalled by any other institution in the world.

In 1799 Dr. Valentine Seaman, our famous surgeon, started the first systematic and scientific course of training of nurses which the world had seen. It consisted of a series of able lectures, some of which were subsequently printed, and a course of practical instruction in the wards. Sir Henry Burdett, the author of the standard History of the Hospitals of the World, said that was really the first of the modern nurses' training, and it continued until Dr. Seaman's death in 1817.

There was another important event in that year, 1799, in which Dr. Seaman also played the chief part, for it was then that he successfully introduced into the New York Hospital, for the first time in America, vaccination against smallpox.

Our School for Nurses, which followed so closely

BLOOMINGDALE HOSPITAL, WHITE PLAINS, NEW YORK

after the Bellevue experiment, has prospered from its very beginning down to the present day. It created and has always maintained a high and distinctive standard in the nursing profession. During the last twelve years, which have presented difficult nursing conditions, we have succeeded by reason of the devoted ability of Miss Jordan, our present directress.

We are immensely proud of our School and of its alumnae. They form a large and noble body. Many of them have occupied important administrative and teaching positions throughout the country, and in foreign lands. Several of them, at least until very recently, have been in China. They have all brought to their chosen vocation not only trained minds, but gentle hands and tender hearts. They are all, I believe, imbued with the spirit of that transcendent exemplar of yours, whose birthday is to be celebrated again in this Cathedral next week, in consecrating themselves irrevocably, as she did, to the service of God through the service of man. The service of God through and with the service of man! What happier graduation vow could she have wished each one of you to renew here tonight?

AN ADDRESS BY

ANNIE W. GOODRICH, R.N., Sc.D.

DEAN OF THE SCHOOL OF NURSING
YALE UNIVERSITY

Mr. Sheldon: Now, it is my privilege to present the speakers of the evening. The first of these, Dr. Goodrich, is one of our most distinguished graduates. For several years in succession to Miss Irene Sutliffe, the devoted chairman of this jubilee celebration, she was our Directress of Nurses. She afterwards occupied in the nursing art other stimulating positions. Now she is guiding a relatively new and strikingly important development of the nursing science, its more intimate relation with the great body of coordinated university effort. Yale University is most fortunate in having secured her services as its first Dean of Nursing, and we share a bit of that good fortune in having her speak to us tonight.

Having been asked to speak on education in relation to the nurse, I have selected for the title of my brief address, "Education, the Nurse, and Life."

It is not only profoundly inspiring, it is peculiarly fitting that the commemoration of the fifty years of growth and development of this School, one of the oldest in the country, should take place in this beautiful Cathedral that links us so closely with the old world, not only through its structural form but as an inherited symbol of man's highest aspirations and its consecration to the service of humanity. For the nurse, in a very full sense, is a daughter of the religious thought of the old world, and however she may, or have seemed to stray from the beaten paths, a true history must present her every new expression as a mission in response to the command, "Go and do thou likewise."

It is not the less but rather more true of her unceasing demand for the means whereby her services may bear the richest fruit. Her apprenticeship, passed in day and night service in a great city hospital, through whose wards pass in rapid and ceaseless succession, all sorts and conditions of men, whose tasks upon the completion of her preparation carry her through palace and slum in our cities, over mountain and prairie in a country unique in the variety of nations its popu-

lation represents, this servant of the people can well say with our American poet,

"I see all the menials of the earth labouring,
I see all the prisoners in the prisons,
I see the defective human bodies of the earth,
The blind, the deaf and dumb, idiots, hunchbacks, lunatics,
The pirates, thieves, betrayers, murderers, slavemakers of the earth,
The helpless infants, and the helpless old men and women——
I see the constructiveness of my race,
I see the results of the perseverance and industry of my race,
I see ranks, colors, barbarisms, civilizations,
I go among them, I mix indiscriminately, and I salute all the inhabitants of the earth."

She can indeed say more, for she can say, "I serve them all."

To see in retrospect only this great procession, and by many it is so seen, or microcosmically on the islands of the East River as it may be seen any day, is to labor unceasingly for the content of education for the coming generations of nurses that will insure that each member of that group that so permeates the social structure is prepared to render most effective and far-reaching service.

To the pessimist or optimist I would suggest a walk through these islands so potentially beautiful, but upon which have been thrown the wreckage and wastage of a great city. Randall with its hundreds of mentally and physically defective children; Ward and Blackwell with their thou-

sands of mentally, physically and morally defective adults. To the pessimists I would say, study the history of the past two decades and note the change in nomenclature, the erection of new buildings, the educational program that has been projected into these institutions and you will be filled with abounding hope.

To the optimist I would say, knowing as you do the ways and means now available for preventing such economic waste, such human tragedy and disaster, how can you rest upon what has already been accomplished? How can you, in this twentieth century, memorialize through stone and mortar rather than through direct application of the means for the betterment of human lives?

It is not the time nor place to discuss the formal content. Such moments as this in the history of a great movement stir us to probe deeper than outward form and to seek rather for the significance of the steady, onward sweeping course of this world-wide health movement of which nursing is an accepted essential branch.

To some it seems the religious expression of a new world and a new age, giving promise through its supreme indifference to race, creed or color of the realization in a full sense of the brotherhood of man, sometimes expressed as internationalism. But such a world-wide change as this implies can neither be attained through friendly gestures nor

revolutionary means. It demands for fruition, the cultivation in a very full sense of human soil through a slow educational process, demanding all the best that art and science have to offer.

What do we mean by education? How shall we define it? A present day thinker says: "Education is the practice, experience is the means for achieving evolutionary intelligence. The end is life transfused with meaning."

The life of that nurse is indeed transfused with meaning who has by an iota furthered this end for those whom she serves. We need no further evidence of this accomplishment through acquired knowledge and its application to the furtherance of intelligent human life than our presence here tonight and all it connotes. We are but a segment of the great social force whose candles, lighted through the hard school of practical experience, have held high their torch, that light, and ever more light, be given to those who follow.

How would it be possible to measure the educational value of the great personalities whose daily presence in the wards of the hospitals brought the best that the science of their day had to offer to the staff and students, through the forceful and effective means of practical application and interpretation in the simplest language and most understandable terms which are the unfailing sign of a master mind? How would it be possible to

measure the results of their stern devotion to their master, Science, or the influence of their oft-times tender ministrations?

How would it be possible to measure the influence, the educational contribution of a life so pre-eminently transfused with meaning as that of the beloved and long-time directress, whose flame of zeal and devotion no stress of circumstances, no frailty of physique could dim, whose almost unspoken will dominated her students, whose wisdom guided them through extraordinary difficulties of pioneer years, whose loyalty to her calling forbade theirs to lag, whose vision was their guiding star? Through this woman, through these men, and the great unseen, almost unknown, army of their students, the dynamic current of education that transforms the ashes of knowledge into functioning facts has course, that life through other lives may be projected to ever greater ends through ever more effective means.

In this wonderful age in which it is our good fortune to find ourselves, man, having become master of the forces of earth, sky and sea, is at last trying to master himself, and to that end is probing to the depths of his being. The most superficially informed must gaze astounded and bewildered at the results of research and the promise through its continued revelations of future achievement. "Who, by taking thought, can change his stature?"

Stature, duration of life, intelligence, all and more, give promise of eventually being directed according to the will of man.

Failing indeed in her great trust would be the nurse, whose contacts in the home are so frequent, so prolonged and so intimate, whose influence through that most potent factor in the child life, the parents, might be so great, whose contribution to the future generations through the child himself may be so far-reaching—failing indeed, I repeat, would she be, who was not fired with scientific curiosity, which is indeed divine curiosity emanating from divine discontent.

Better than I can express my thoughts and beliefs, and I am sure, my dear colleagues, that they are your thoughts and beliefs, also, are they expressed by the great schoolmaster so loved by H. G. Wells, Sanderson of Oundle. So let me close with his words:

"It is especially our duty to reveal the spirit of God in the things of science and of the practical life. Herein lies a new revelation, a new language, a direct symbolism. A new voice speaks to the souls of men and women calling for a new age with all its altered relationships and adventures of life. With eyes opened to this new art you can wander through the science block and find in it all the new Bible, a new book of Genesis. So we believe. This is our duty and our faith. Into this Paradise have you been placed to dress it and to keep it."

A HISTORY

OF THE

NEW YORK HOSPITAL SCHOOL OF NURSING

BY

LYDIA E. ANDERSON, A.B., R.N.

Mr. Sheldon: Another one of our most honored graduates has consented to take a part in these exercises, and to tell us something of the story of our school. In her rich and productive career as an educator, Miss Anderson has stirred the minds and touched the hearts of hundreds of student nurses, and she carries with her, as an assured possession, their grateful admiration and deep affection.

Shall we spend a few moments listening to the story of the School for Nurses, connected with the New York Hospital, as, at this time, it completes the fiftieth year of its existence?

In March, 1877, the Hospital, then over a hundred years old, moved from downtown into its then new building on West Fifteenth Street. In May of that same year, the Governors of the Hospital drew up provisional rules for establishing a Training School for Nurses. The objects in starting this School, as set forth in a report to the Legislature, were two-fold: "to secure a corps of nurses superior to those usually employed in public institutions—and to give young women desirous of devoting themselves to that specialty, the opportunity for education therein." Thus did the Governors foreshadow the two ideals of the nursing schools of today; the greater educational development, in order to secure the more intelligent and wise devotion in the care of the sick.

The first class was then formed; nineteen young women were selected, because of high standards of education and refinement, from a large number of applicants, and, eighteen months later, the first class of seven women was graduated.

May we turn now to a few of the incidents connected with the early years of the School? The new plan of preparing young women to take the place of the previous attendants on the sick, was not accomplished without much effort, and many heartaches, on the part both of the older women and of the younger pupils. In one of the wards, as a bed-ridden patient, lay Granny Jackson who had been one of the attendants in the old hospital. She never ceased to denounce the modern methods of the younger nurses, always insisting upon the superiority of what had been done in her time. Granny Jackson has long since gone to her reward, but the present generation will testify that her spirit still goes "marching on."

The Thorne Mansion, so-called, on the south side of Sixteenth Street, just west of Fifth Avenue, was the first setting for the School of Nursing. On the top story, was a very large solarium, fitted up with many plants, a tank with gold fish, and cages containing owls and doves. Here the convalescent men from the wards of the Hospital might come and smoke in the daytime, and here the nurses might receive their friends or listen to lectures from the doctors in the evening. Down a short flight of stairs from this bright room there opened, around a rotunda, some tiny rooms, lacking both light and fresh air, which rooms were occupied by probationers. Dr. Peabody, en-

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tering one of these rooms to attend a sick nurse, asked what the poor child had done that she should be kept thus in dark and solitary confinement. When one recalls this environment with the mournful cooing of the doves, and the hooting of the owls on the floor above, one can not fail to admire the grit and perseverance shown by these young pupils. Hours were long and work was very hard in those days—the zeal of one of the night nurses took her to early church service; after several hours had elapsed, a tap on her shoulder brought her to a conscious realization of stiff knees and cramped position.

Besides the care of the patients, there was much cleaning of wards, washing of dishes and polishing of brasses, of which the hospital had a superabundant supply, and withal, most indifferent food. Despite all this, many of the nurses of that first decade have repeatedly spoken and written most enthusiastically of their great enjoyment and happy content during those years.

In 1891 the scene changes, for in that year the Nurses' Home was built, and for many years our School, owing to the interest and generosity of the Governors of the Hospital, luxuriated in the most modern and best equipped nurses' home to be found at that time. On five floors, each two nurses had separate bedrooms with a connecting sitting room, while a large reception room below

made the living conditions quite ideal. During that time also, the attention of the Governors was called to the necessity of providing more wholesome and nourishing food, and cream and fruit were supplied for the nurses by special funds designated for the purpose. With due allowance for varying chefs and the high cost of living at times, the food since provided has been abundant and nourishing.

In this fast-changing era in our city, the housing conditions so luxurious thirty-five years ago now show the wear and tear of the years and the change in the environment, and we are awaiting, most hopefully, the building of a new hospital, when once again we may possess a modern and model nurses' home.

Turning from the living conditions which, however potent a factor they may be in the life of a school, yet are but one means to an end, we give our attention more closely to the School itself.

We have been most fortunate in having had during these fifty years the leadership of seven women only, quite a remarkable record of length of service. Our beloved Miss Sutliffe held the position for sixteen years. For the character of these leaders we have great cause for gratitude, as without exception they have all been women who by their teaching and example, have made manifest high ideals and standards. Differing greatly in

CAMPBELL COTTAGES FOR CONVALESCENT CHILDREN, WHITE PLAINS, NEW YORK

temperament and characteristics, each one has left the impress of her own personality on the School. While thus speaking of the superintendents of the School, we pay grateful tribute to four of our graduates who served for varying periods of months, during the illness or pending the appointment of a new superintendent.

The education in the practice of nursing has been from the beginning, of a high order, as the emergency work and the varied services of a downtown hospital have provided wonderful experience.

The theoretical curriculum has been periodically enlarged and the staff of instructors increased, and the affiliations for special services have been made, all of which have greatly broadened the scope of the pupils' educational advantages.

In 1887, a three months' affiliation for obstetrical training was started at Sloane Maternity Hospital, and the course in obstetrics is now carried on at Sloane, Manhattan Maternity and New York Lying-in Hospitals.

An affiliation with Bloomingdale Hospital gives the nurses a three months' service in mental nursing. The nurses have themselves said that this training not only gives them a broader and more helpful outlook on all their nursing, but enables them to make their own adjustments to life more readily.

These two affiliations are now an integral part

of the course. Three others are open to the nurses, of which they may select one. One of these is for the study of nursing in communicable diseases at the Willard Parker Hospital; another, for visiting nursing under direction of Henry Street Settlement, and still another for social service connected with the hospital. That service had its inception in 1908 when Dr. James C. Greenway provided a nurse at his own expense to visit the homes of patients in the Dispensary.

In the following year, Miss Irene Sutliffe, our former Superintendent, volunteered her services as Social Worker for the Hospital, and through her efforts the work was later organized as a regular department. This work has been further developed by one of our graduates, and is sponsored by women of wealth and social position of the city. With all these opportunities, the nurse training has developed into nurse education, and the school calls for and receives the love and loyalty of its graduates.

The seven women who were graduated in the first class were the pioneers who led the long army of 1,211 women, who have since been graduated from the school. Large numbers of the pupils have come from homes of culture and refinement, and many have gone out to take positions of responsibility and leadership.

The Alumnae Association was formed in 1893,

and we point with pardonable pride to the fact that ever since 1898, the Association has carried on a club house with a registry for the graduates. From a small beginning in a private house, we now have a building that accommodates 150 nurses, with an annual turn-over of approximately $75,000. The growth of the registry has been coincident with that of the club house, and while thus caring for our own nurses, the Alumnae Association contributes also to many of the wider interests of the nursing profession.

As the word School implies education and preparation for life, may we consider some of the contributions made by the graduates of the School to the history of the past fifty years?

Letters from several nurses tell of thrilling experiences in South Africa and on relief ships during the Boer War. In the Spanish-American War, among the forty-one graduates who served in various capacities, was one who organized and maintained Camp Black, and another who was the first to give regular class instruction in practical nursing to the corps-men in the military hospital at Washington.

We mention with loving gratitude the patriotism of 198 of our nurses who served in the New York Hospital Unit and as army nurses in the World War. During that war, one of our graduates was Dean of the Army School of Nurs-

ing at Washington, engaged in preparing young women for service. Another graduate was Chief of the Atlantic Division of the American Red Cross here in New York, cheering and helping the nurses as they set out, and welcoming and comforting them on their return. Several graduates held high executive positions abroad during the war, and one is now in charge of the Army School of Nursing, the first nurse to receive the military title of "major." Such has been the response given to the call of the nation.

The names of graduates from this School are to be found on the roll-call of New York State organizations. Under the Regents of the University of the State, one has held the position of Inspector of Nurse Training Schools, and two others have served long periods as Secretary and President of the State Board of Examiners for Nurses.

In professional circles, the American Nurses' Association and the State Nurses' Association have each had one of our graduates as President, while many executive positions in the various nursing organizations have been filled by others.

In service to the community in which we live, the name of Lillian D. Wald is known to all as the one who organized the work of the Henry Street Settlement. Under her efficient direction, that service has now grown until, from its various

branches, 194 visiting nurses annually make 347,000 visits to the sick of our city, these bare statistics giving no hint of the magnitude of the work done in the homes of the poor. In this service to the community, we include also the large number of nurses who, during all these fifty years, on private duty or in hourly nursing, have gone into the homes of illness and have given of their best to help, comfort and cheer those with whom they have come in contact. Many of their names are written in hearts and homes as "household saints" (as one was recently called) and their inestimable service calls for heart-felt recognition.

The School has made a large contribution to executive positions in hospitals and nursing schools throughout the country. Of the total number, 343 graduates have been engaged at various times in passing on to other institutions some of the traditions and much of the spirit first felt in their own school.

We are very proud to name among the graduates of the New York Hospital School of Nursing Annie W. Goodrich, to whom you have just listened, and who, after filling many varied professional positions, is now Dean of the Yale School of Nursing. She is honored both at home and abroad as one who has been a leader in raising the standards of nursing, and by her ideals and example she has ever been a great inspiration to the entire nursing profession.

A few statistics show that of the 1,211 graduates, 142 have died; 441 have married or retired; 10 have become physicians; and there are now 450 engaged in active nursing service. Of the latter number 50% are serving in private duty, 28% in public health and allied work, 20% hold institutional positions. Thus have the graduates of this School of Nursing contributed their share to the life of the half-century.

The object in thus marshalling these data has been not to point with satisfied pride to our past history, but rather to gain inspiration from the past for far greater achievements in the years to come.

As we view this history in retrospect, we see the spirit of service as a perpetual flame kindling the enthusiasm of the workers through the fifty years that are past. Looking forward we see inevitable changes in standards, in problems, and in methods of work, but we see the students with their broader training and greater educational advantages, lighting their torches at the same flame of service, and we gladly and confidently leave with them the making of the future history of the New York Hospital School of Nursing.

ANTHEM."The Lord is My Shepherd,"-Macfarren

A COMMEMORATIVE ADDRESS BY

JOHN H. FINLEY, Litt.D., LL.D.

Mr. Sheldon: Dr. Finley is a brilliant apostle of the higher education in all its forms. He has always approached the things of the spirit with rare apprehension and sympathy. Among his countless activities, he has frequently lent a kindly hand to the profession of nurses and he is supremely qualified to speak to and for them. A few years ago he was good enough to address one of our graduating classes at the New York Hospital in that inimitable way of his, full of sweetness and light. We are profoundly grateful to him for being willing to speak to this much larger audience here tonight.

Mr. Sheldon, graduates of the New York Hospital Training School for Nurses: I think I ought first to say that I am not a doctor of medicine. You are thus under no professional obligation here to accept any advice that I may give you. I am, however, very proud to say that I have a daughter who is a doctor of medicine. I stand in great awe of her. I very much esteem her from the knowledge which I have gained in my daily associations with her.

I think I ought further to say that my chief indebtedness is to Miss Goodrich, under whose tutorship I sat when I was Commissioner of Education in this State, and was informed as to what sort of legislation I should propose or oppose.

When I last spoke in this Cathedral (which is becoming our great civic hall), it was at a nurses' service in celebration of the birthday of Florence Nightingale, for it is with her that modern nursing begins. (I wrote this before I came here and I did not know of Dr. Seaman's earlier venture in the training of nurses). I then recalled an experience of my own which brought her and her great work most vividly within my horizon. I had come across Asia Minor (for I was the first American to

cross Asia Minor up from Palestine after the war, being in Palestine during the war). I had come across Asia Minor when the snows were still upon the Taurus and Olympus Mountains, spending three days and nights in a freight car and one in an abandoned German Red Cross "lazarette" car and reached Scutari just across from Constantinople in the gray dawn of a raw March morning in 1919. There I landed in an enormous unheated station, a part of which had been destroyed by fire, where hundreds of men, women and children, refugees, soldiers and others, were waiting the coming of day. As the light came, I discovered that I was only a few rods from where Florence Nightingale began her labors as a nurse in 1854, just after the Battle of Balaklava, and I could easily imagine the conditions which she found there, endless corridors of a gigantic barrack house, with four miles of beds, with floors so rotten that they could not be scrubbed, with no ventilation, and with huge sewers under it, incredible multitudes of vermin swarming everywhere, and everywhere want, neglect, confusion, misery.

It was into such a scene that the "Lady of the Lamp" came, this lady of high degree, who (as Mr. Lytton Strachey, the author of the brilliant sketch of Florence Nightingale, which I hope you have all read or will read, said) "after a fitting number of dances and dinner parties might have

MISS IRENE H. SUTLIFFE
DIRECTRESS OF NURSES, 1886 TO 1902
Chairman of the Anniversary Committee

married an eligible gentleman and lived happily ever afterward."

Having pictured this scene, I must put against it one brief paragraph depicting her immediate achievement:

"The reign of chaos and old night began to dwindle, order came upon the scene and common sense and forethought and decision radiated out from the little room off the great gallery in the Barrack Hospital where day and night she was at her task. * * * Her mere presence brought with it a strange influence. A passionate idolatry spread among the men. They kissed her shadow as it passed."

Let me say that in the place where that shadow passed there is now a great hospital which I saw last summer when I visited the spot again.

But against that background is to be put something more than personal radiatory presence and service. In one of her own notes she said, "How inefficient was that service in the Crimea." And yet she raised up out of it trained nursing. The whole nursing profession does indeed idolize her.

In the Pantheon de la Guerre, which is soon to be shown here, there are a few nurses pictured among the soldiers and statesmen, but they are now also in every Pantheon de la Paix, which means in every community of peace, as well.

During the war I wrote for the Red Cross a

hymn, which was quite widely used and put to music by Professor Parker of Yale, suggesting chiefly the nurses' ministries in war:

Wherever war with its red woes
Or flood, or fire, or famine goes,
  There, too, go I.

If earth in any quarter quakes,
Or pestilence its ravage makes,
  Thither I fly.

I go wherever men may dare;
I go where women's care
  And love can live.

That was written, as I said, for the days when men were suffering on the "hellish rim of war's red line." One stanza, at least, should be added to speak of the other ministries alike in war and peace:

THE NURSE

I go wherever God would go
With healing in His wings to show
  What He would do.

I greet the coming planet guest
And cheer his going on his quest—
  When he is through with earth.

In numbers, the nurses have grown till now in the United States alone there are more than 250,000 registered nurses, approximately 220,000 of whom are active private-duty nurses, 11,000 public nurses and 5,000 in institutions or engaged

in teaching. There are more than 1,800 training schools of which yours was the second in the United States, 22 colleges giving training courses, with 15,000 graduates yearly. There are still 150,000 untrained nurses in America, but the time is not far away when every nurse will be a trained nurse—(and I say this especially for Dr. Goodrich's benefit) when the noun will need no adjective to tell what sort of a noun it is, and all nurses will be trained.

But the contrast is greater than these numbers and the difference between a trained and an untrained nurse of today suggest. The occupation of nurse in Florence Nightingale's day was a "particularly disreputable" one. It was so disreputable that I will not read in your presence, and I am not sure I will permit it to be printed, what a writer says of the nurses of that time. I will simply give his comment upon it. He said, "Certainly, things have changed since those days; and that they have changed is due, far more than to any other human being, to Miss Nightingale herself."

Dr. Samuel G. Howe, who, with his wife Julia Ward Howe, the author of "The Battle Hymn of the Republic," visiting in the house of the parents of Florence Nightingale when she was twenty-seven years old and had not yet entered upon her career, tells of this conversation with her:

"If I were to determine to study nursing," she said, "and to devote my life to that profession, do you think it would be a dreadful thing?"

"By no means," said Dr. Howe, in answer, "I think that it would be a very great thing."

So we say to you who have chosen this profession (which is very different from what it was in the days of Florence Nightingale, as I need not repeat to you) that it is not a "dreadful thing," but a "very good thing" to be a nurse—to welcome those who come "trailing clouds of glory" from another world into this one, or who minister to the great and humble in their way across this earth from one eternity to another.

Though I have signed more nurses' certificates than any other man in the world—for that was one of my privileges, as well as duties, when I was Commissioner of Education for the State of New York—I have never in all these years, save for a few days only, had the services of a nurse, so I have had no first-hand experience from which to speak to you. (I take parenthetical advantage of this opportunity to ask your kind care when the time of need does come—as it does soon or late to all). I have, therefore, to turn to others; and the testimony that always comes first to my thought is that of former President Theodore Roosevelt, spoken after his long experience in a hospital toward the end of his life.

After saying that it was almost worth while to be sick to meet such people as the doctors and nurses whom he found in the hospitals, he adds:

"Take the nurses—clean, healthy young women, full of animal life and youth and spirit, at just that age when they might be excused if their thoughts and their time were devoted to pleasure, in here doing the hardest kind of work, much of it unpleasant, nearly all of it depressing, not for pay, but because they wish to be of service, to fit themselves for service.

"Thank God, I'm not a cynic; I've always believed in and respected American womanhood; but I tell you that I leave here with more respect and a better appreciation of what our girls really are. We are all apt to take some things for granted. Most of us, until we are forced into a place like this, never give a thought to the women who give up so much to serve."

I hardly know whether to read the next, but I will:

"After what I've seen here I'm tempted, the next time some half-baked jack of a preacher who can not fill his church any other way cuts loose with an attack on American women, picturing them as brainless butterflies with never a thought of anything but cocktails, cabarets, and dress, who are 'dooming the race'—that's one of their favorite declarations—I'm tempted to take him by the

scruff of the neck and drop him in some first-class hospital." (I suppose he had in mind the New York Hospital.) "He'll leave with his soul cleaner and in better working order than when he entered; that is, if he has a soul bigger than a mustard seed, and the girls won't be damaged any by his cluttering up the place for a few days.

"If any one ever asks you what you think of the nursing profession, you just tell them that I said—no, they're not angels, they are too practical for that, but trumps every one of them."

I think that he need not have hesitated to finish the sentence as he began it, and call them angels, for the ministering angels here on earth are the most practical of beings. Perhaps he thought of them at the moment in their traditional employments only, playing trumpets and harps. But the chief employment of angels on earth more closely resembles that of nurses than any other profession. So I think I dare use both the words which were in his thought, at any rate one of them; and say that they are very practical trained "angels."

I was several years ago in the Holy City, and it was from the Holy City that I brought that altar cloth that was wrought by the hands of refugees in their love for the nurses who had served them out there in the Holy City; in the Holy City where the angels stood at the open sepulchre

and announced the resurrection. You are the angels, not of resurrection, but angels of life itself in its never-ending struggle with disease and death. You are ever within the sound of that eternal conflict, of that battlefield, even in peace, stretching across and around the earth.

As such, I welcome you with the lines which I wrote in memory of Florence Nightingale on the hundredth anniversary of her birth, and which have been dedicated to the nurses of the State of New York:

I saw the miles of beds of agony
From Belgium all the way to Scutari—
The sick and wounded everywhere.

And through each war-filled ward by day or night
Moved in their suffering 'midst a Thing of Light,
As 'twere the Lamp she used to bear.

Straightway their murm'ring ceased, their cries were stilled
As if some sweet, benignant force had willed
Its way, or made a potent prayer.

So does the Lamp still shine, and on the walls of myriad wards the soothing shadow falls—
The nurse she trained is passing there.

In 1759 the council of this city ruled that all persons stricken with fever and other serious maladies were to be removed from the city. In 1769 there was not a single hospital bed available for 300,000 persons, though it is stated in a

"Concise Description of the City," that "it had wealthy merchants, 85 of whom owned coaches, chaises or phaetons."

To that community the New York Hospital was the first to minister and, as I have read, it was the only general hospital till 1850. But she became the Mother of other Hospitals and the Mother of this wonderful School for Nurses. Both in her own service and as a mother, she deserves to be kept first in the gratitude and affection of the city to whose sick she has ministered for these more than fifty years.

There is no question as to the fate of those who have been engaged in such ministry. It is written in the Gospel of St. Matthew, "Come ye blessed of my Father, inherit the Kingdom prepared for you from the foundation of the world. For I was sick and ye visited me."

But this passage should give promise only to those who train themselves to care for the sick entrusted to their hands, when they do visit them, as you have been trained.

HYMN 490. "Go, Labor on! Spend and be Spent!"

BENEDICTION.

GROUP OF DISTINGUISHED GRADUATES

(Photograph on Opposite Page, Reading from Left to Right)

ISABELLA J. WALTON, Supervisor, Out-Patient Department, New York Hospital, New York City. Spanish War Nurse.

IDA NUDEL, Superintendent, Good Samaritan Hospital, Lebanon, Pennsylvania.

ANNA B. DUNCAN, Past President, New York Hospital Alumnae Association.

ALICE C. ELLISON, Superintendent, Campbell Cottages, White Plains, New York.

ANNIE M. RYKERT, Past Superintendent, Post Graduate Hospital, New York City.

MARY BEARD, Assistant Director, Division of Studies, Rockefeller Foundation, New York City.

MINNIE H. JORDAN, Directress of Nurses, New York Hospital, New York City.

KATHERINE SANBORN, Superintendent of Nurses, St. Vincent's Hospital, New York City.

ANNIE W. GOODRICH, Dean, School of Nursing, Yale University, New Haven, Conn.

KATHERINE F. HEARN, Directress, School of Nursing, Bloomingdale Hospital, White Plains, New York.

IRENE H. SUTLIFFE, Past Directress of Nurses, New York Hospital, New York City.

FLORENCE M. JOHNSON, Director, New York County Chapter, American Red Cross, New York City.

MARY A. SAMUEL, Past Superintendent of Nurses, Roosevelt Hospital, New York City.

MARIANNA WHEELER, Past Superintendent, Babies' Hospital, New York City.

MARY VROOM, Superintendent of Nurses, St. John's Hospital, Brooklyn, New York.

MARY A. SMITH, Superintendent, Babies' Hospital, New York City.

ANNA L. REUTINGER, Superintendent, St. Mary's Free Hospital for Children, New York City.

EMMA ELIZABETH GOLDING, Past President, New York Hospital Alumnae Association.

OHLE E. GILL, Superintendent of Nurses, White Plains Hospital, White Plains, New York.

BERTHA H. LEHMKUHL, Superintendent of Nurses, Fifth Avenue Hospital, New York City.

A GROUP OF DISTINGUISHED GRADUATES
(See Opposite Page)

ADDRESSES AND PAGEANT
AT
BLOOMINGDALE HOSPITAL

MAY 11, 1927

On Wednesday, May 11th, a visit was made to departments of the New York Hospital at White Plains, the Campbell Cottages for Convalescent Children and the Bloomingdale Hospital for nervous and mental diseases.

AN ADDRESS OF WELCOME BY

MORTIMER W. RAYNOR, M.D.

MEDICAL DIRECTOR

It is a pleasure and a privilege to welcome to Bloomingdale Hospital the alumnae and members of the New York Hospital School of Nursing. There are those among you who have not known that Bloomingdale is the Psychiatric Department of the New York Hospital, and still others who have never visited this hospital. For your information permit me to say that psychiatry in the New York Hospital is as old as medicine and surgery. At about the time the New York Hospital opened, the Governors in their wisdom announced to the public that the New York Hospital would receive for treatment acute medical cases, acute surgical cases and maniacs, and they hoped before long to provide facilities for lying-in-cases. Two wards were provided in the hospital building for the treatment of acute mental cases; later a separate building was provided on the same site.

In 1821 a separate hospital, Bloomingdale Hospital, was organized. This separation of the psychiatric department from the main hospital undoubtedly accounts for your lack of acquaintance with Bloomingdale. I am sure, however, that you are interested in the prospect of psychiatry again being associated within the Society in its original relation to medicine and surgery.

The Society of the New York Hospital has an enviable record of foresight and achievement in the healing arts, not only in this State but throughout the world. The New York Hospital was the first hospital established in the State; it was the second in this country to provide for the care of mental cases under the same roof with those of the other branches of medicine; it is still the only private hospital in New York City providing for such care; and it was the first hospital recorded in the world to undertake formal teaching of nursing to those who attended the sick in its wards.

In 1798 Dr. Valentine Seaman, an attending surgeon at the New York Hospital, first gave a series of lectures, which he continued for a number of years, to those who ministered to the sick. Seventy-nine years later, or fifty years ago, the New York Hospital Training School for Nurses was organized.

Looking back at the foresight displayed by the founders of this Society and, under the wise direction of the successive governors, the contributions to the medical arts and sciences—nursing is one of the arts of medicine—and to the health and happiness of untold numbers of afflicted persons, it must have occurred to you that the record of the Society is unsurpassed in this country.

Your own school, whose fiftieth anniversary we

celebrate today, has contributed not a little to these achievements. You and we cannot bask in the record of the past. These achievements place us under a high duty to maintain that record and to fulfil in the future those high ideals of service which have been so well met in the past. Your school of nursing has an enviable past, which I know is and will be an inspiration for the future. Bloomingdale Hospital extends to you its best wishes and congratulations.

After lunch, which will be served in this hall, you are invited to adjourn to the Taylor Building, where the Bloomingdale Hospital School of Nursing will portray to you the history of nursing and the achievements of your School in the Society of the New York Hospital.

AN HISTORICAL ADDRESS BY

WILLIAM L. RUSSELL, M.D.

GENERAL PSYCHIATRIC DIRECTOR

It is a real pleasure to all of us in this department to welcome you, and to be given an opportunity to join with you in celebrating the fiftieth anniversary of the founding of the School of Nursing. We feel that we are members of the same family, and we have the same pride in the noble ideals and achievements that have marked the history of the hospital and of the school. We are trying to emulate them in our own department and in our educational efforts. We consider it unfortunate that, for so many years, the department was somewhat isolated from the other branches of medicine and nursing. Psychiatry has sometimes been referred to as the step-sister of medicine. This was not so at the New York Hospital. She was born of the same parents, and for thirty years she remained in the bosom of the family. Since then, she has lived somewhat apart and the relations have not been as intimate as would have been mutually advantageous. This, however, is a long story that cannot be told now. It is sufficient that we are now getting together again and that the nurses have led the way. Since 1913, the departments have worked together in the education of nurses. The students of the school of each department are receiving part of

their training in the school of the other. We look upon your presence here today as a demonstration of the mutual understanding and spirit of cooperation that now prevail. We feel, too, that our relations with the school for a number of years, have opened the way to psychiatry for a place in this celebration, and I am venturing to present, as a contribution, a brief review of psychiatric nursing in the hospital. One difficulty in having a hospital as old as ours is that such a review, in order to be brief, must be partial only, and quite inadequate.

The beginning of psychiatric nursing at the New York Hospital dates from the opening of the hospital. It was part of the declared policy of the Board of Governors to provide for acute cases of mental disorders, and at least two wards in the first building were given over to their treatment. I have not made a search of the records at the New York Hospital and do not know how the work was at first organized. In 1808, however, a special building for the treatment of mental disorders was erected. It was called, in accordance with the views of the period, the Lunatic Asylum. It was under the management of a special committee of the Board called the Asylum Committee, and the Minutes of this Committee have been preserved. Dr. Archibald Bruce was the Attending Physician, and "James Willis and Phillis, his

wife, had charge of the lunatics." When the building was opened, nineteen patients were transferred from the main hospital and forty-eight were admitted, making sixty-seven in all under treatment. What the nursing service was at that time is not clearly revealed in the records I have examined. It was undoubtedly meagre, though it may have been up to the standard that prevailed in the other departments of the hospital. Nursing records were presumably not kept. A number of medical histories of patients who were treated in the department are, however, among the precious possessions of the hospital. From these, one may learn much about the character of the cases and the treatment they received. The Minutes of the frequent meetings of the Committee also contain references that are revealing. In opening the new department, the Committee evidently aimed at higher standards of cleanliness for psychiatry than prevailed in the main hospital, and the directions for the transfer of the patients state that before their removal they be thoroughly cleansed, their hair cut and heads washed, and furnished with new clothes and new bedsteads.

It is interesting, and not easy to explain, that, in the establishment of the three first private benevolent hospitals in this country, the Pennsylvania, the New York, and the Massachusetts General, mental disorders were explicitly included

among the forms of illness for which active hospital treatment was provided. The building at the New York Hospital was, as compared with the other parts of the hospital, fully up to the standard of the psychopathic wards of the general hospitals of the present day, which are, in many places, still looked upon as an innovation. A floor plan of the building may be seen in the medical director's office here. The case histories preserved are quite descriptive, especially in regard to the medical treatment, and the patients evidently received very active attention. The main reliance was apparently on medication and bleeding. "The remedy chiefly relied upon was calomel" is the record in one case, and this was typical of many. The case was a woman who displayed on admission "mild delirium, very wakeful, talkative, vigilant, discovering a religious ecstacy." She refused food, sang, screamed and spat. She was bled and given calomel in large doses frequently repeated until she was salivated. She was given shower baths and light shocks of electricity, which, it is stated, excited complaints. She was placed in restraint which, it is stated, "appeared to aggravate her derangement and made her raving." It is pleasant to note that this lady's mind was restored. The treatment prescribed was recorded in great detail. The directions were in Latin, frequently abbreviated.

DOCTOR VALENTINE SEAMAN BRINGING BEFORE THE FIRST BOARD OF GOVERNORS OF THE NEW YORK HOSPITAL THE QUESTION OF GIVING INSTRUCTION TO NURSES
(50th Anniversary Pageant)

What this may imply in regard to the duties and qualifications of the nurses, I leave to your better judgment. The number of drugs administered to a case was sometimes remarkable. In one history the following are mentioned: calomel, ipecac, tartar emetic, jalap, zinc sulphate, gamboge, opium, camphor, sal prunella, digitalis leaves, potassium subcarbonate, citric acid tincture and powder of Peruvian bark, aloes, asafetida, tincture of valerian, sassafras root, licorice root, sarsaparilla root, liquorguiac, potassium tartrate, tincture of cantharides, magnesium sulphate; twenty-three in all. Much of the treatment was eliminative, purgatives being in some cases administered daily, and emetics every second day. One can understand why, as an historic emblem, the Bloomingdale Hospital School of Nursing may have been led to select for its pin, the lady carrying a basin.

There were no temperature records to be kept in those days, and no laboratory reports. The urine is not mentioned in any of the histories read. The pulse was, however, watched with great care, and a record made of the rate and quality. External measures were also much used. Bleeding was frequently resorted to, also cupping, setons, issues, blisters, mustard plasters, liniments, and mercury inunctions. Altogether there seems to have been plenty for the nurses to attend to.

Mechanical appliances were, apparently, employed only in the most extreme situations. There is one reference to the removal of a chain from a patient's ankle, which was swollen. The straightjacket was occasionally worn, and in one instance, reference is made to "restraint of cords." The rooms are occasionally referred to as cells, and patients were sometimes confined to a dark room. Cold shower baths were given, and these as well as mechanical restraint, were frankly referred to as punishment for destructiveness, running away, and other unruly behavior. Electricity in the form of shocks was used occasionally. The effect was usually described as unpleasant, and one gathers that the object of using it was to excite emotional response. The tepid bath was used quite frequently to allay excitement and agitation. Sedatives were, apparently, used seldom, in the form of opium and extract of hyoscyamus. In one history it is recorded that an intermittent fever was allowed to continue without treatment, with the hope of improving the patient's mental condition (malarial treatment of mental disease). The record states that the patient recovered. Little reference to the dietary is found in the histories. Mush and molasses was evidently one of the supper dishes. Barley water, oranges, and infusion of tamarinds as the common drink, were prescribed. Tube feeding for those who failed to

take enough food, had apparently not yet been introduced.

Those who gave nursing attention to the patients are referred to as attendants. The term nurse is also used. One James Colvin agreed to pay four dollars a week for the treatment of his wife "during her nurse's stay with her, after she quits, he is to pay two and one-half dollars a week." Although the standards and means of treatment were inferior to those of today, the patients evidently received much consideration and a warm human interest. The value of occupation and recreation was evidently appreciated, though means for their application were meagre. The patients walked on the battery, visited the seashore, and took horseback rides. Employment was sometimes recommended for the further treatment of patients who were leaving the hospital. Many went home on trial visits, sometimes with an attendant, or in the care of relatives. A call by the physician at a patient's home in Brooklyn, and a note of the condition and reactions of the patient who was on visit, are recorded. Many patients who left are noted as recovered. Letters received from discharged patients or their relatives are found transcribed into the histories. Some of these express great appreciation of the treatment received at the hospital. One patient expresses his gratitude to the physi-

cian, and contrasts the feelings of a physician who has restored a person to his home with those of a duellist who has despoiled a home.

There are many other descriptions and references in these histories, and in the Minutes of the Committee, that are extremely interesting and instructive. One is tempted to dwell upon them and endeavor to reconstruct the conditions, methods, views, and spirit that prevailed at the New York Hospital in this early formative period. Enough has been said, however, to show that what we are trying to do now, to bring psychiatry into closer relation with general medicine and nursing, was in the minds of the founders of the hospital. It can only be conjectured what it might have meant to psychiatry, and to the work and development of the hospital and of the training school, if the separation of the departments had not occurred.

In 1821, Bloomingdale Asylum, which was located where the library of Columbia University stands, was opened. The original proposal of Mr. Eddy to the Board of Governors, in 1815, was that the Governors should provide a country branch to which patients from the New York Hospital might be sent for a period of "moral treatment." When the asylum was ready, however, the psychiatric patients at the New York Hospital were transferred there, and the building they had occupied was taken over for other purposes. The

Board of Governors evidently considered moral treatment as something that was quite distinct from medical treatment, and at the new institution the physicians were not, at first, expected to have much to do with it. There are numerous references to the subject in the Minutes of the Committee, and some dissatisfaction is expressed. The physicians continued to treat the patients by the same methods as at the New York Hospital, and employment and recreation, which were regarded as the principal resources for moral treatment, were entrusted to the lay superintendent. Physicians had not yet learned to employ psychotherapy with any degree of precision and technique, and were sometimes surpassed in skill by non-medical workers in this field. Pinel acknowledged his indebtedness to the lay governor of the Bicetre for showing how much could be done for the patients by "management of the mind." William Tuke, founder of "The Retreat" at York, England, was not a physician. Much of what was aimed at then is now accomplished by trained nurses and occupational and physical therapists. Apparently the Committee found that the medical attention which was furnished the patients was less active than at the old hospital, as, in 1823, a resolution was passed to the effect that the Attending Physicians and Surgeons of the New York Hospital were expec-

ted to serve at the Bloomingdale Asylum also, and that one of them should visit the institution every week. Gradually also, more responsibility for the moral treatment of the patients and control of the nursing service and the dietary was placed upon the physician. At first, the physician did not employ the attendants, and had authority over them only when they were engaged in what was regarded as medical treatment. It was, however, not until 1877, that the necessity of full control by the physician was officially recognized by the appointment of Dr. Nichols as medical superintendent. During this period psychiatry was occupied principally with the psychological aspects of the disorders with which it was concerned, and to the other branches of medicine it was indeed a step sister. Great advances, however, were made in the standards of the institution. The treatment by drastic measures, such as bleeding and profuse elimination, was gradually replaced with milder measures. Restraint by mechanical appliances, and other severe restraints, gave way to better nursing, employment and recreation, and better hygiene. The advances in general nursing, in general medicine and surgery, and in social and economic conditions all contributed to the welfare of the victims of mental disorders. Much in this period is of great interest to the specialist in this field. Little that relates to nursing was,

however, noteworthy enough for this occasion, until training schools were established.

The Nightingale movement for the better nursing of the sick and injured brought into the general hospitals, for training, an army of women of superior character and education. The interest that was aroused did not, however, extend to the mentally sick, or to the hospitals in which they were treated. For years the physicians of these institutions had realized the need of a trained nursing force. Dr. Pliny Earle, physician to Bloomingdale Hospital, in his annual report for 1845, advocates education for the attendants, just as, he says, nurses are educated in France, and teachers in normal schools. In 1882 the annual report of the medical superintendent, Dr. Nichols, mentions the employment by the institution of two trained nurses. In his report for 1883, Dr. Nichols recommends that the students of the New York Hospital be given a training of from three to six months at the department for mental disorders. This recommendation was, however, not at that time adopted. There were other attempts, at different institutions, to take advantage of the development in nursing education, and raise the standard of the service. McLean Hospital, the department of mental diseases of the Massachusetts General Hospital, was the first to succeed in establishing a school. Dr. Cowles, the

medical superintendent, had, previous to his appointment at McLean, been superintendent of the Boston City Hospital, and had participated in the establishment of the training school there. At McLean he first employed graduates of general hospital schools, with the expectation that they would instruct the other members of the nursing force. He found, however, that while they were skilled in physical nursing, their views of illness and of personality reactions rendered them less fitted for understanding and dealing with the problems of the mentally sick than the untrained attendants. After experimenting for five years, he obtained some training at a general hospital for two of his most intelligent supervisors, and, with these as instructors, a school was established. This was in 1882. Others followed his lead, and now, a training school for nurses is an essential requirement in the organization of a hospital for mental disorders. As the development was entirely from within the hospitals, the first object aimed at was the training of those already employed in the care of the patients. The results of this can only be appreciated by those who can recall the previous conditions. The general hospital school furnished models, the Nightingale movement the inspiration, but failed to bring to the nursing of the patients support from the outside. There was nothing to do but train those who

were already employed in the work. It was believed, however, that as Dr. Cowles had pointed out, properly qualified candidates could be secured only by offering a training that would prepare them not for hospital positions alone, but also for private practice and other branches of nursing. It was considered necessary, therefore, to extend the courses by making affiliations for additional medical, surgical, and obstetrical training. The schools are now organized along these lines.

At Bloomingdale Hospital, training was first undertaken in 1891, when a course of lectures was given to a group of male attendants. In his annual report, the medical superintendent, Dr. Lyon, says that this was "not to be classed as a training school." In 1895, it is reported that both men and women were included in the course of instruction, and apparently, the development had begun to take on the form of a school. It was continued without much change until 1912. The school was then reorganized, a director appointed, an affiliation for supplementary instruction made with the New York Hospital and the Manhattan Maternity, and the school was registered with the State Department of Education.

Since then the course has been much improved, the organization both of the school and the hospital enlarged, the educational facilities and equipment increased, and work has been started on a

home for the students and instructors. The service of the hospital has also become more active, and the clinical medicine as well as the psychiatric activity furnish increased opportunities for instruction and experience. Courses are given for students from affiliated hospitals, and for graduates. The school is now quite prosperous, and we believe that the development has been sound and progressive. It would be difficult to predict just what the place of psychiatry may yet be in both medical and nursing education. It is plain to see that the future medicine and nursing will pay more attention than in the past, to the mental factors in illness, and to the relation of the personality reactions of the patients to diagnosis, prognosis, and treatment. The accumulated knowledge and experience of psychiatry, gathered, some of it, in what seemed to be barren years, are now being absorbed into the common fund of medical and nursing resources. The New York Hospital has an unsurpassed opportunity to take a leading position in this movement, as it did in the movement for better nursing and nursing education fifty years ago. The introduction of psychiatry into the general hospital has already been accomplished, for several years through the training school affiliations, and recently, through the services of the physicians of Bloomingdale Hospital in the out-patient department, and in regular

DOCTOR VALENTINE SEAMAN INSTRUCTING HIS FIRST CLASS IN NURSING AT THE NEW YORK HOSPITAL—1798
(50th Anniversary Pageant)

visits to the wards for the examination of patients. Attending physicians of the New York Hospital are also visiting physicians of Bloomingdale Hospital and make regular visits. Soon, we expect, a glorified replica of the psychopathic department of the original hospital will be provided at a new New York Hospital, and psychiatry will be fully restored to its proper place in the family. Whatever the future may eventually work out in nursing education, we believe that an independent school is now essential at this hospital. Only in this way can standards be built up and maintained, experience gained, and requirements determined. The qualifications of a trained nurse are determined by the standards that are maintained in the hospital where she is trained. Unless these are good, no amount of class-room instruction and studies and practical demonstrations will produce a good nurse. In psychiatry especially, we feel that short courses are quite inadequate to prepare nurses for the graver responsibilities and difficult situations. It is not a specialty in the sense that the study and treatment of diseases of special organs and systems of the body are specialties. It requires of the physician, and of the nurse, a different view of illness, and of the reactions of patients, than they have thus far been taught to recognize. As Dr. Cowles found, they have, to some extent, been

educated away from it. It is, then, we believe, necessary to bring the student into contact with the problems early. The education of a nurse differs also from that in some other professions, in which the graduates must, after graduation, serve something like an apprenticeship in subordinate positions. The nurse must be prepared to assume full responsibility for the nursing of a patient as soon as she is given her diploma. It is necessary, therefore, to see to it that, during her course of training, ample time is allowed for practice, personal observation, and experience.

The founding of the New York Hospital School of Nursing was an important event in the development of nursing, and of the treatment and prevention of disease. It was one of the pioneer schools, and through its graduates established new centres and exercised an influence far and wide. We of the Department of Psychiatry and of the School of Nursing of Bloomingdale Hospital, congratulate you on the achievements of the fifty years that have passed. We join with you, heart to heart, and hand to hand, in a resolution to make the next fifty years even more glorious.

A PAGEANT

"The MINISTRY of HELP and HEALING"

(Staged by Elizabeth Grimball)

COMMEMORATING THE FOUNDING
OF THE NEW YORK HOSPITAL
SCHOOL OF NURSING

1877-1927

PRESENTED BY
THE BLOOMINGDALE HOSPITAL
SCHOOL OF NURSING

TAYLOR BUILDING
BLOOMINGDALE HOSPITAL
WHITE PLAINS, NEW YORK

MAY THE ELEVENTH

NINETEEN HUNDRED AND TWENTY-SEVEN
at Two o'clock in the Afternoon

"THE MINISTRY OF HELP AND HEALING"

IN THE PROLOGUE

Heralds	Arthur Yates Reginald Wade
Banner Bearers	Knute Ahnstrom Willis Aldrich Charles Hewitt Everett Knotts
Pages	Edward Deag Robert Meija
Hygeia	Louise Clark
The Spirit of Mental Healing	Ruby Moore
Science	Naomi Clark
The Sufferer	Lloyd Kauffman
Disease	Kai Loehr
Darkness	George Purvis

SYNOPSIS

The Sufferer, representing Everyman, shadowed by Disease and Darkness, seeks aid from Hygeia, the Spirit of Healing. She points the way by summoning from the past the history of the progress and achievements of Science and Service as demonstrated by Medicine and Nursing.

SCENARIO

Hygeia enters, preceded by Heralds carrying banners bearing the seal of the New York Hospital School of Nursing and the Bloomingdale Hospital School of Nursing. They mount the steps of the stage. From the outer world comes the Sufferer. He is attended by two sinister figures, Disease and Darkness. The Sufferer stands before Hygeia and pleads for deliverance from his captors. Hygeia promises to show him the way to health and joy. From the past she calls memories and pictures of the triumphs of Science and Service.

THE PROLOGUE

The Sufferer: O Spirit of Healing, I faint with fear and pain.

Hygeia: Who cries in dire need to the Spirit of Healing?

The Sufferer: I called, O Spirit. I, the Sufferer, chained by dread Disease and shadowed by Darkness. Is there no hope for me?

Hygeia: When the Saviour of Mankind was born in Bethlehem there dawned upon the suffering world that spirit of love and compassion which has made possible a ministry of mercy to all mankind. When Science added her skill to this spirit of tender ministration, the way to a surcease of suffering was opened to Everyman.

Rest here beside me and I will call from the past those events which have made this possible here and now.

Greeting . . . . . Hygeia

Friends, I bring to you a greeting and a message; a greeting of hope and a message of achievement.

From the past I shall summon memories and pictures showing how science has been in league with loving service to heal and allay the suffering of mankind.

Humanity has not lifted pleading hands in vain. The Chains of Disease have been severed by the Sword of Science. Tender hands of women, trained in the great service of nursing, have eased the tortures of pain. Without the patient heroic figure of the nurse, Science could not have achieved the victories which mark the annals of medicine.

Florence Nightingale, in her call to the women of England, said: "Nursing is an art and requires as exclusive devotion, as hard preparation as any painter's or sculptor's work. It is one of the fine arts—I had almost said the finest of all arts—for what is having to do with dead canvas or cold marble compared with having to do with the living body as the temple of God's spirit."

SCENE 1

Here in America the New York Hospital was the greatest school of surgery of the whole country. It was the first to recognize and demonstrate that there must be scientific training given to nurses in hospitals. In 1798 Dr. Valentine Seaman gave the first instruction in class to nurses in his clinical lectures.

TABLEAU 1

The First Board of Governors

Gerald Walton, Pres. . .	George W. Henry M.D.
Matthew Clarkson, Vice-Pres.	Stewart B. Sniffen, M.D.
John Murray, Treas. . .	George Abbott
Thomas W. Eddy, Secy. . .	Samuel W. Hamilton, M.D.
Elijah Pell	Clarence Hardy
Peter Schemmerhorn . .	Emil Strateman
William Minturn . . .	John W. Mackintosh
Valentine Seaman, M.D. . .	Edward B. Allen, M.D.

President: Now, Dr. Seaman, we are ready to hear you.

Dr. Seaman: Thanks, Mr. President. I wish to bring before you again the question of giving some instruction to the attendants upon our patients.

President: Yes, doctor, we are all familiar with your views on that subject. We fear, however, that a little learning may prove a dangerous thing, in this instance.

Dr. Seaman: I do not think so, Mr. President. I am aware that some of my colleagues are of the opinion that experience is a good enough teacher for nurses. My own belief is, however, that the

most serious defect in the treatment of the sick is the lack of well educated and well trained nurses.

President: Very good, doctor, but who will give this instruction?

Dr. Seaman: Who but physicians, Mr. President? In all the world there is yet no nurse who is qualified.

President: Do you think there will ever be such an one, doctor? (All smile).

Dr. Seaman: Mr. Walton, I will venture to predict that there will some day be not only one, but that in every hospital such as this there will be a well organized training school for nurses in which nearly all the instruction will be given by well educated nurses. (Loud laughter).

President (after a brief conference with members): Well, well, Dr. Seaman, we admire your idealism, and sympathize with your aims. We are willing that you should give some instruction to the attendants, provided their duties are not seriously interfered with and there is no expense.

Dr. Seaman: Thanks, Mr. President and members. I shall at once take up the task.

TABLEAU 2

Dr. Valentine Seaman Instructing Nurses

Valentine Seaman, M.D. . .	Edward B. Allen, M.D.
Nurses	Edna Johnson
	Anne Noyes
	Marion Marcy
	Greta Weidland
	Margaret Lynch
	Grace Hill

Dr. Seaman: "Before we part, let me caution you against that scandalous disposition to defamation, so prevalent among persons of the same profession. Whatever may be your opinion of those, who have not had like advantages with yourselves, still they are entitled to your compassion and tenderness; your mild carriage will ensure their affections, your instructive conversations may improve their practice and excite in them a laudable spirit of further inquiry. In regard to yourselves, would you be respected by others, show a deserving claim thereto, by your respect one towards another; if you speak lightly one of another, wherefore can ye expect the world to speak well of you?" (Extract from one of Dr. Seaman's lectures).

SCENE 2

"The Lady with the Lamp" was the inspiration for the movement which made it possible to establish training schools for nurses.

TABLEAU 1

Florence Nightingale

(Elizabeth Roll)

TABLEAU 2

The First Nightingale School for Nurses

The first class of probationers is presented to Miss Nightingale and each receives a cap and a welcome.

Florence Nightingale	Elizabeth Roll
Sir Sidney Herbert	John W. Mackintosh
The Matron	Mrs. Sniffen
The Students	Margaret Barbour
	Marguerite Bucco
	Leora Smith
	Nancy Davidson
	Eulalia Lyons
	Ellen Phelan
The Friends	Elizabeth Kilpatrick, M.D.
	Mrs. Raynor
	Mrs. Hamilton
	Mrs. Zilboorg
	Mrs. Childers

SCENE 3

"The Lady with the Lamp" blazed the trail for all the achievements in the field of nursing education. In 1877 the New York Hospital established its first training school for nurses. Their ideal of service to the weak and distressed in body and mind must be ranked among the highest of human aspirations.

TABLEAU 1

The First Class to Graduate

Eliza Watson Brown, Matron	Irene Bates
Ida J. Hodgson, Graduates	Muriel Barbour
Adele M. Hodgson	Nancy Davidson
Jennie Baker	Daisy Amick
Mary E. Golden	Ella Purcell
Kate Hennessey	Sonya Oliker
Ecca Gertrude O'Neill	Margaret Barbour

TABLEAU 2

Probationers of the Day

The probationers of the days from 1880 to the early twentieth century had no special uniform but wore the everyday costume of the period.

1880	Sibyl Schrack
1890	Annie Towne
1900	Ruth Greiner

TABLEAU 3

A Model Ward

We cannot transport you to the great building of the New York Hospital, but we have by our magic brought before you a corner in a model ward. There is very little difference in the wards of to-day. The uniform of the nurse, however, is in the mode.

THE BEGINNING OF MODERN NURSE TRAINING
THE FIRST CLASS OF PROBATIONERS RECEIVING CAPS FROM FLORENCE NIGHTINGALE—1860
(50th Anniversary Pageant)

Head Nurse . . .	Irene Bates
Senior Nurse . . .	Josephine Stokes
Junior Nurse . . .	Ina Stevens
Probationer . . .	Grace Hill
Patients	Frederick Swegler
	Peter Encke
	Frederick Shaw
Doctor	Edward B. Allen, M.D.

THE WAR INTERLUDE

The Sufferer . . . . Lloyd Kauffman

What sound is this of trumpet and of drum? What thunder of destruction bursts upon my ear?

Hygeia . . . . . Louise Clark

THE CALL
by Edwin Markham

"Far and near, high and clear
Hark, 'tis the call of war.
Over the gorse and golden dells,
Ringing and swinging of clamorous bells;
Praying and saying of wild farewells—
War, War, War.
"Everywhere thrill the air
The maniac bells of war.
There will be little of sleeping to-night;
There will be wailing and weeping to-night;
Death's red sickle is reaping to-night.
War, War, War."

Dance of War . . . . Marian Hall

SCENE 4

The nurse has gone forth to war as a soldier to fight bravely and efficiently against disease and suffering and has also sacrificed her life in the name of patriotism.

During the Civil War the hospital nurses served the thousands of soldier patients in the wards of the New York Hospital as well as in the field with the armies. Methods were cruder then, but skill and devotion worked a miracle of healing.

TABLEAU 1

Nursing in the Civil War

Nurses	Ella Purcell
	Sonya Oliker
	Margaret Barbour
Veteran	Michael Collins
Patients	Frederick Shaw
	Peter Encke
Stretcher Bearers . .	Walter Collins
	Stanley Patrick
Orderly	Leo Reid

During the Spanish-American War the Governors of the New York Hospital offered aid to the nation to the full extent of the capacity of the institution.

The fine art of Nursing made even the horrors of modern warfare endurable. During the World War the New York Hospital organized Base Hospital No. 9 at Chateauroux.

TABLEAU 2

The Spirit of the Red Cross

A Red Cross Nurse . Irene Bates
A Soldier . . . Michael Collins

THE LEAGUE OF LOVE IN ACTION
by Edwin Markham

"O League of Kindness, woven in all lands,
You bring Love's tender mercies in your hands.
Above all flags you lift the conquering sign
And hold invincible Love's battle line.

O League of Kindness, in your flag we see
A foregleam of the brotherhood to be;
And where blind guns are plotting for the grave
Yours are the lips that cheer, the arms that save."

TABLEAU 3

On the Battlefields of France

Base Hospital No. 9

Nurses	Irene Bates
	Muriel Barbour
	Ella Purcell
The Doctor . . .	Edward B. Allen, M.D.
Sailor	Alfred Gorton
Soldiers	Frederick Swegler
	Peter Encke
	Earnest Shaw
Stretcher Bearers . .	Walter Collins
	Stanley Patrick
Orderly	Leo Reid

SYMBOLIC INTERLUDE

The Sufferer . . . . Lloyd Kauffman

O Spirit of Healing, you have shown me how dread Disease and Suffering may be subdued and perchance conquered by the skilled ministrations of Service but there is yet the Shadow brooding over me.

Hygeia . . . . Louise Clark

Despair not, O Sufferer! I call to your aid Mental Healing whose powers and skilled magic can drive away the Shadows from the soul of Everyman.

Music

The Bloomingdale Hospital School of Nursing

From its beginning the Society recognized the importance of and provided treatment for both mental and physical disorders. In 1808 it organized a special unit for mental cases at the general hospital, and in 1821 this was reorganized as a separate hospital, at first at what is now the site of the library at Columbia University, and now at where we are gathered.

By a cooperative arrangement, nursing education is now given in all departments of the Society of the New York Hospital. The students of the Bloomingdale Hospital School receive part of their training at the New York Hospital, and the students of the New York Hospital School part of theirs at Bloomingdale. A well-rounded plan of service and nursing education is thus provided.

SYMBOLIC INTERLUDE

Bloomingdale Hospital School of Nursing
Represented by . . . Phyllis McGill
Mental Healing . . . Ruby Moore
Hygeia . . . . . Louise Clark

I call to the aid of Mental Healing the Spirit of Work and Play.

TABLEAU 1

The Scarf Dance

Mary Doyle
Irene Kelley
Edwyna Smith
Winnifred Raworth
Julia Stubblefield
Esther James
Marion Hall

TABLEAU 2

Occupational Therapy

Spinning . . . . Inez Wenz
Weaving . . . . Laura Clark
Basketry . . . . Katherine Peckitt
Clay Modelling . . Marion Raney
Book Binding . . . Jessie Wilson

TABLEAU 3

The Balloon Dancers

Mary Mitchell
Irene Kelley
Mollie Kozar
Helen McCluskey
Ardis Nelson
Virginia Frost
Dorothy Close
Agnes Pownall
Marjorie Hughes

TABLEAU 4

The Games

The Archer . . .	Winnifred Raworth
The Javelin Thrower .	Julia Stubblefield
The Discus Thrower .	Edwyna Smith
The Runner . . .	Esther James

GENERAL TABLEAU
All Symbolically Represented

The Sufferer . . . . . Lloyd Kauffman

O Darkness and Disease, shrink into the shadows!

Epilogue . . . . . Louise Clark

As players may, we have shown you, through art of mimicry, the need, the inspiration, the ideal, from which developed the nurse.

I shall bring before you the achievement resulting from the ideal which had its birth at the New York Hospital a century and a quarter ago in the mind of Dr. Valentine Seaman.

We shall show you the distinguished leaders of our kind, and the great army of those who followed their example. Like crusaders they have gone forth unafraid to fight disease, pestilence, and darkness, the dread enemies of Everyman.

Distinguished Representatives of The New York Hospital School of Nursing

I. H. Sutliffe
G. E. N. Livingstone
L. D. Wald
K. Sanborn
J. E. Hitchcock
M. Wheeler
N. O. Duncan
A. W. Goodrich
M. A. Samuel
N. M. Russell
M. L. Simons (Mrs. Twiss)
I. J. Walton
A. C. Ellison
M. E. Hutchinson
M. A. Smith
L. E. Anderson
I. D. Richmond
A. M. Rykert
I. M. Nudell
H. L. Josephi
O. H. Gill
M. H. Jordon
M. Rankin (Mrs. Holbrook)
M. Beard
A. L. Reutinger
J. C. Stimpson
F. M. Johnson
A. A. Pencheon
B. H. Lehmkuhl

Who Follow in Their Train

Medical Nurse	Margaret Lynch
Surgical Nurse	Mrs. Childers
Psychiatric Nurse	Nancy Davidson
Army Nurse	Anne Noyes
Navy Nurse	Greta Weidland
Public Health Nurse	Edna Grothe
Red Cross Nurse	Irene Bates
Occupational Aide	Pauline Gunderson
Physical Aide	Ellen Phelan
Masseuse	Petra Asmunsden
Red Cross Worker	Jessie Ferguson
Salvation Army	Marion Marcy

Escorted by Bloomingdale Hospital Graduate Nurses
Post-Graduate Nurses
Student Nurses
Affiliated Nurses

FINALE

Musical Programme

March of Pomp and Circumstance	*Elgar*
The Guardian Angel	*Pierme*
The Son of God Goes Forth to War	*Cutler*
March Militaire	*Schubert*
Slumber Song	*Schumann*
Kamenoi Ostrow	*Rubenstein*
March from "Aida"	*Verdi*
Old Black Joe	*Foster*
Tenting To-night	*Kittredge*
Long, Long Trail	*Elliot*
Coronation March, "The Prophet"	*Meyerbeer*
Souvenir	*Drdla*
Waltz	*Brahms*
Onward, Christian Soldiers!	*Sullivan*

ORCHESTRA

GERTRUDE SCHMID, at the Piano
CLARA BEACH, Violin
CARRIE NEIDHARDT, 'Cello
LUCY NEIDHARDT, Viola
JOSEPH VISCA, Violin
JAMES ENGLISH, Tympani
CLIFFORD VERNON, Cornetist

COMMITTEE

William L. Russell, M.D.
Mortimer W. Raynor, M.D.
Katherine Hearn
Martha Washburn

MUSIC arranged by . . . . Gertrude Schmid

COSTUMING

Preparation of Materials . . . Pauline Gunderson
Designing and Making Chairman—Mrs. Gregory Zilboorg
Symbolical Costumes Designed . Robert Van de Venter

PROPERTIES . . . . . Sarah Gerow

SEATING . . . . . Louis Haas

GRADUATES ATTENDING THE EXERCISES

Class of 1878

Hodson, Adele M.

Class of 1880

Nichols, Lillian I.

Class of 1881

Hunter, Virginia
Sutliffe, Irene H.

Class of 1882

Carpenter, H. C.

Class of 1884

Hubbard, Susan A.
McVean, Jessie W.
Sutliffe, Caroline B.
Wallace, Frances E.
White, Hattie L.

Class of 1885

Black, Susan A.
Whitehead, Hindela E.

Class of 1886

Kroff, Mrs. Grace Dowie

Class of 1887

White, Minnie S.

Class of 1888

Long, Elizabeth
MacDonald, Hattie E.
Walden, Lena A.

Class of 1889

Denike, Ellen
Rhynsburger, Mrs. Cyrena McLaury

Class of 1890

Nichols, Mrs. Lillian Ingraham
Price, Elizabeth
Sanborn, Katherine
Taylor, A. A.
Tucker, Mrs. George Anna Crispell
Van Riper, Mrs. Daisy Dwight
Withington, Annie L.

Class of 1891

Hitchcock, Jane Elizabeth
Minsher, Mrs. Ava Close
Slocum, Mrs. Jean Graham
Wheeler, Marianna

Class of 1892

Goodrich, Annie W.
Grusenick, Linda T.
Schenck, Mrs. Caroline E. Woodrow
Sinnott, Bertha L.

Class of 1893

Duncan, Anna B.
Goodrich, Mary M.
Grafton, Lucy O.
Samuel, Mary A.

Class of 1894

Bellinger, Margaret
Benz, Emma
Cutler, Susanna W.
Galloway, Mrs. Nellie Thomas
Golding, E. E.
Green, Rose
Hart, Emma S.
Twiss, Mrs. Mary Louise Simons
Wright, Jane A.

Class of 1895

Danaher, Ella N.
Dinehart, Eleanor M.
Ernst, Mrs. Emma Grobert
Finkel, Mrs. Dorothea Walker
Houston, Agnes
MacIntyre, Mrs. A. L.
Pugsley, Nellie C.
Robarts, Ella M.
Walton, Isabelle J.

Class of 1896

Birdsall, Charlotte
Camp, Mrs. Jennie Emery
Haubert, Mrs. Rose Shoebridge
Hutchinson, Mary E.

Lindgren, Elin
Vroom, Mary

Class of 1897

Anderson, Lydia E.
Bonnell, Mrs. Mary Bryson
Fligg, Wilhelmina
Hartley, Mrs. Sarah Heinsohn
Smith, Mary Agnes

Class of 1898

Mewhort, Helen N.
Richmond, Isabel
Rykert, Annie M.
Wilson, Marion H.

Class of 1899

Fletcher, Agnes
O'Geran, Agnes
Reid, Mrs. Rose Thompson

Class of 1900

Barrett, L. G.
Nudel, Ida
Palser, Martha
Strombom, Alice A.

Class of 1901

Aycrigg, Mrs. Florence
Bailey, Mrs. William H.
Currie, Mrs. Margaret K.
Dickson, Bessie L.
Elliott, Amy
Gill, Ohle E.
Gowan, Frances M.
Henderson, Annie C.
Holbrook, Mrs. Mary Rankin
Josephi, Hannah L.
McCrae, Nellie
Muirhead, Lillian
Nelson, Frances
Wygant, Lucy M.

Class of 1902

Dakin, Florence
Fraser, Anna C.
Jordan, Minnie H.
Tybjerg, Kirsten

Class of 1903

Beard, Mary

Class of 1904

Creighton, Florence M.
Paget, Amy K.
Reutinger, Anna L.
Seely, Belle D.
Sinnott, Nina G.
Webster, Mrs. Emma Rose
White, Mrs. Lillian M. Thompson

Class of 1905

Abel, Mrs. Winifred Salter
Bower, Elizabeth M.
Burroughs, Elizabeth
Cutter, Mrs. Marie Moir
Davis, Mrs. Helen Van Meter
Ellison, Alice C.
Estill, Mrs. Caroline Straub
Hartmann, Mrs. M. Harding
Hay, G. Elizabeth
Kuhnle, Mrs. Henrietta Tallatscheck
McCabe, Martha
Multer, Mrs. Mary W.
Phymister, Isobel
Richmond, Elizabeth
Silva, Nettie

Class of 1906

Aberneathy, Maud M.
Creighton, Maude
Cussler, Mrs. May Catlin
Davis, Mrs. Bertha Webster
Dwight, Mrs. Anna F.
Hitchcock, Mrs. Margaret Collins
Kilpatrick, Mrs. Clementina Case
Lutz, Mrs. Anne Keator
McCarthy, Mrs. Grace Kelshaw
Nudel, Annetta
Richardson, Alice H.
Smith, Verna
Wood, Lavinia

Class of 1907

Barbee, Eva P.
Field, Ethel Wentworth
Jouffret, Mathilde
Lawrie, Mrs. Frances Innes
Lyon, Mrs. Jean Oliver
Maher, Helen M.
McAllister, Annie B.
McCall, Grace
McDougall, Olive
McNamara, Eleanor D.
Martin, Mrs. Virginia Grayson
van Daalen, Mrs. Katherine Osborne

Class of 1908

Falconer, Marie
Hills, Mrs. Charlotte Jouffret
Johnson, Florence M.
Morton, Gladys M.
Robinson, Caroline E.
Rosenmüller, Helen M.
Sanborn, Mrs. Lela Huyck
Stimson, Julia C.
Torelli, Mrs. Marie Baumann
Wilsey, Marietta
Winants, Amelia C.

Class of 1909

Birdsall, Ruth
Geisser, M. Therese
Hoyt, Mrs. Genevieve Class
Kursteiner, Mrs. Emilie Stubbs
Lammiman, B. Louise
Lee, Mrs. Mabel Kidney
Lewis, Margaret S.
Meier, Anna H.
Powell, Emma M.
Woods, Juanita

Class of 1910

Adams, Gladys A.
Anderson, Ester
Beecroft, Mary C.
Davies, Elsie G.
Dumond, Helen
Fauquier, Maude
Holland, Mary F.
Krauss, Mrs. Margaret Berrien
Pencheon, Ada A.
Wilkinson, Elizabeth M.

Class of 1911

Andia, Mrs. Clara
Atwater, Jane
Blake, M. Edith
Deacon, R. Louise
Reinhardt, Mrs. Edith
Stillman, Mrs. Olive Ley
Thompson, C. C.

Class of 1912

Alston, Florence E.
Carling, Martha V.
Graham, Nina
Johnstone, Leonie M.
Lehmkuhl, Bertha H.
Moffatt, Alice Maude
Weldon, Etta R.
Williams, Edna S.

Class of 1913

Alexander, Mrs. Sarai Woodward
Ballantyne, Mrs. Gretchen Kelly
Dunne, M. Eva
Moore, Sarah E.
Parsons, Louise
Peterson, Grace C.
Rude, Lela
Suharoff, Selma W.
Wilson, Nellie Gray
Zabriskie, Louise

Class of 1914

Finch, Ida M.
Geldert, Jean
Gibson, Mildred
Graves, Mrs. Sara Constable
Hill, Mrs. Anne Peck
Jacques, Mrs. Dorothy M. Zimmerman
Kutel, Mrs. Anna Cronemeyer
Lau, Mrs. Amy Leefe
Malmgren, Edla S.
Malmgren, Hulda M.
McHugh, Mrs. Ethel Rigby
Rankin, Mrs. Pauline Jordan
Roddick, Mrs. Anna Wilson
Slack, Annie E.
Thomason, Mrs. Tassie Stevens
Wagner, Mrs. Louise Howell

Class of 1915

Barnfield, E. A.
Butler, Frances
Chandler, Mrs. Katherine Place
Chappell, Edith C.
Erskine, Mrs. Mary Evans
Hay, Catherine B.
Ibbotson, Victoria
Jackson, Florence
Kellogg, Mrs. Kathleen Kennedy
Kenneally, Helen
Kennedy, Mrs. Ruth Frasius
Neary, Mrs. Evelyn Ricketts

Class of 1916

Bull, Mrs. Florence Landon
Hunter, Katherine M.
McNish, Flora

Murray, Mrs. Mary Hamilton
Pennington, Eva L.
Tropp, Mary Edna
Whitton, Kathleen

Class of 1917

Blackley, Jean M.
Desnoes, Mrs. Beatrice Whitney
Henderson, Mrs. Myrtle Carter
Higby, Annie E.
Marquis, Mrs. Laura S.
McLay, Mabel
Shultis, Velma E.

Class of 1918

Anderson, Mrs. Edith Williams
Bates, Helen A.
Calhoun, Lucy H.
Clark, Mrs. Rebecca Fortescue
Coleman, Jane D.
Daum, Helen A.
Daum, Mrs. Helen Seymour
Ferguson, Marion M. B.
Ferguson, Mrs. Vera McCreery
Frazier, Mrs. Gertrude Wright
Garrett, Edith
Gould, Helen W.
Hallock, Mrs. Doris Phillips
Hildick, Eleanor M.
Himes, Alice M.
Jenks, Mrs. Irene Buckland
Kidney, Lillian M.
Killip, Mrs. Mabel McMann
Lewis, Mrs. Helen Talcott
Marsland, Mrs. Alice Lyster
McNaughton, Mrs. Jean Dodd
Michell, Helen E.
Starr, Mabel E.
Taylor, Minnie
Weaver, Edith J.

Class of 1919

Babcock, Elizabeth H.
Gouinlock, Edith M.
Kinney, Marguerite W.
Lawrence. Dorothy
Loomis, Huldah M.
Wright, Amy L.

Class of 1920

Carpenter, Theresa
Cerny, Isabel
Cowie, Sadia K.
Emmett, Hazel
Fearn, Mrs. Blanche T.
King, Jessie W.
Kingery, Mrs. Margaret Reynolds
Kraemer, Marie A.
Lawrence, Grace E.
Luce, Bertha
MacGillvray, Mrs. Hilda Rutherford
O'Brien, Mabel
Rowsell, Maude
Saunders, Orpha B.
Tomlinson, Gertrude

Class of 1921

Acton, Muriel B.
Avery, Mrs. Annie B.
Baarsen, Anna
Bane, Bethel
Bartlett, Eleanor
Bosquett, Mary
Bouton, H. PerLee
Cornell, Mrs. Nathalie Hall
Daly, Eileen S.
Don, Beatrice
Drake, Mrs. Edith Cox
Hadfield, Mrs. Diana Fowler
Hunt, Mrs. Louise Acton
Muller, Fredericka A.
Sayre, Helen E.

Class of 1922

Blohme, Juliet E.
Crisafulli, Marie G.
Cummings, Mrs. Velma Vollette
Davis, Elizabeth
Hicks, Alice W.
Lyon, Lillie J.
MacKenzie, Mrs. Irma Tucker
Seubert, Mrs. Gladys Butcher
Sewell, Mrs. Hilda Gaunt

Class of 1923

Beach, Vera M.
Conway, Alice D.
Fay, Alice Marcella
Landes, R. Evangeline
Morris, Mrs. Bessie Jones
Noble, Enid
Schuler, Katherine

Class of 1924

Bush, Millicent H.
Corning, Mrs. Elta Farnham
Henderson, Grace E.
Larkin, Mrs. Juanita Wade
O'Brien, Madelaine

Class of 1925

Cattelain, Marthe P.
DeWitt, Margaret
Edwards, Gertrude C.
Farmer, Rosemary
Hayward, Dorothy R.
Isom, Mrs. Grace C.
Jackson, Mrs. Elizabeth Shannon
Russell, Mrs. Maisie Schuler
Sanman, Theressa
Wallace, Irma

Class of 1926

Arthur, Estelle M.
Byrd, Ethel
Jacobson, Nathalie A.
O'Brien, Clare
Russell, Eleanor B.
Spahn, Estelle
Troup, Marie
Vaughan, Esther M.
Wight, Myrna E.

Class of 1927

Lawson, Ethel L.

DIRECTRESSES OF THE SCHOOL
1877-1927

Juliet E. Marchand	July 9, 1877 Mar. 25, 1878
Jane A. Sangster	Mar. 25, 1878 Nov. 5, 1878
Eliza Watson Brown	Jan. 1, 1879 Dec. 6, 1881
Zilpha E. Whitaker	Sept. 5, 1882 Dec. 21, 1885
Irene H. Sutliffe	Jan. 1, 1886 June 1, 1902
Ida Nudel (Acting)	Jan. 1, 1902 June 1, 1902
Annie W. Goodrich	June 1, 1902 Jan. 1, 1907
Lottie Bushnell (Acting)	Jan. 1, 1907 Mar. 20, 1907
Adeline Henderson	Mar. 20, 1907 Died Nov. 24, 1915
Bertha H. Lehmkuhl (Acting)	July 1, 1915 Mar. 1, 1916
Minnie H. Jordan	Mar. 1, 1916 ———

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